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Student Disability Services Campus Newsletter, March 2013

University of Northern Iowa. Office of Student Disability Services.

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Providing Support Beyond Accommodations

Many of you are aware of our office's role in academic accommodations, but some of you may not be aware of the other services our office provides.

One of our more popular services is the Weekly Mentoring Program; a service available to any student registered with Student Disability Services. Weekly Mentoring was developed seven years ago in an effort to provide academic support

to students with disabilities beyond their academic accommodations. During these one-on-one sessions, students have the opportunity to develop time management, goal setting, and prioritization skills in addition to learning more about the various services available on UNI's campus for all students.

This program continues to grow and has helped many students with disabilities

make the transition to college life.

Students can register for this program at any time, and the only requirement is that they be registered and approved for academic accommodations through our office. If you, or a student you know, could benefit from enrolling in this program, please call our office and schedule an appointment today!

Ashley Brickley, Coordinator

Getting to Know Accommodations: Note Taking

What is note taking?

Note taking is an academic accommodation that is offered to individuals with a myriad of disabilities, which may include learning, mobility, health, or mental illness.

How do students get the notes?

At times, professors may ask for student volunteers to share the notes they take in class with individuals who are receiving the accommodation. At other times, the professors share their personal notes with the students. Despite the manner in which the notes are shared with the individual, there

should be no financial burden in order for the individual receiving the accommodation to get copies of the notes. If they need to make a copy of notes received from the professor or a peer, they generally talk to the department they are taking the class in or stop by Student Disability Services to make a copy.

Are there any other ways to get the notes to students?

One innovative way of delivering the note taking accommodation involves the use of carbonless notebooks. This allows peers to take notes

as they normally would with the notes transferring via the carbon copy. Peers can then turn the copy into the professors to pass on to the individuals receiving the accommodations. If the student volunteer is interested in this option, please refer them to Student Disability Services as we can provide these notebooks to students assisting in providing accommodations.

For additional information on this subject, visit this link!

<http://www.washington.edu/doi/Faculty/articles?40>

Supporting Students on the Autism Spectrum: Asperger's Syndrome

There are many misconceptions about the challenges that individuals on the Autism Spectrum face, and many different ways to support them.

The first step in supporting any individual with a disability is to first educate yourself. Each individual (even with the same diagnosis) is different and experiences their disability differently. Often, individuals with Asperger's Syndrome (AS) struggle with three main areas. These are usually referred to as the "triad of impairments": social communication, social interaction and social imagination.

For example, a person with AS might use language that is overly

formal, find it difficult to understand sarcasm, irony or metaphors, or be unable to initiate or sustain two way communication. Social skills are often something people take for granted, but people with AS cannot always interpret or understand social cues, or the intentions of others.

Do not make the assumption that people with AS do not want to communicate, they may just be avoiding communicating because they find it difficult or challenging.

Individuals with AS may struggle with social imagination, but that does not mean they struggle with imagination, it just means they might find it difficult to be flexible in their ways of thinking or interactions.

Becoming educated and changing how you communicate can help individuals with AS feel more comfortable in communicating with you.

Resource Alert!!

Check out the National Autistic Society of the United Kingdom's publication: *Supporting Students on the Autism Spectrum*.

http://www.liv.ac.uk/studentsupport/disability/pdfs/NAS-Student-Mentor-Guide_LowRes.pdf

Hints and Tips for Communication:

- Do not make assumptions
- Try to avoid using sarcasm, irony and metaphors
- Be direct and precise
- Check that you have been understood



Universal Design

Utilizing Universal Design principles in your classroom creates an open and inviting environment that encourages student learning.

Students have many different talents and abilities and with this, they have methods of learning that are unique to that individual. By noting these differences and incorporating them in the instructional goals, methods, materials and assessments in the classroom, it is possible to help students succeed at the highest level possible.

Universal Design for Learning includes working with three different brain networks.

- Recognition networks- How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.
- Strategic networks- Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.
- Affective networks- How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions. (<http://www.cast.org/udl/index.html>)

Using all three of the networks in the classroom lead to maximum learning. By presenting information and context in multiple ways, giving alternatives for the ways that students can express what they know and inspiring interest and motivation for learning, you can incorporate the principles of Universal Design in your classroom!



Resources for Faculty and Staff

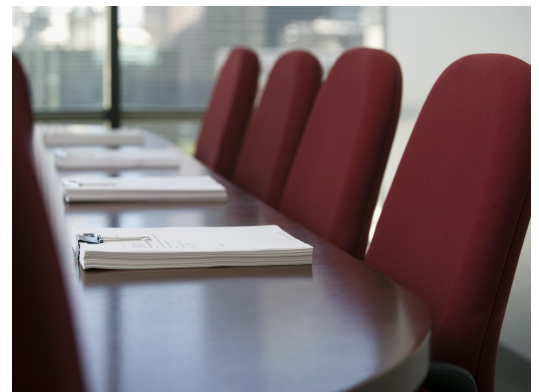
Do you have a desire to increase your staff's understanding of the resources available to students on campus? Wondering what you can do to make your department more inclusive of all individuals? Are you looking for a speaker for your next department meeting?

Ashley Brickley, Coordinator of Student Disability Services, can serve as an excellent resource for your office or department!

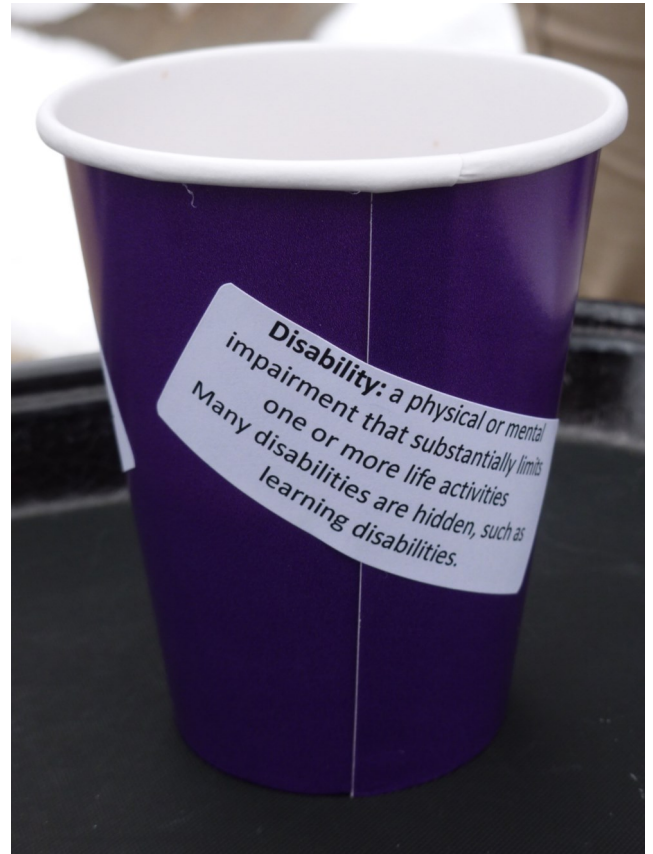
Ashley can create a presentation custom to your office or department and share it with you at your next department or office meeting.

Ashley has a wealth of knowledge related to not only disabilities, but the best way to work with students with disabilities in higher education. With a capacious knowledge of this area, she can help your office or department become more accessible to students with disabilities.

To contact Ashley for more information about her outreach presentations, call (319) 273-2677 or email ashley.brickley@uni.edu!



SDS Gets Out of the Office!



Graduate students Ellie Hail and Michelle Czarnecki hosted an outreach event on February 26 and 28, handing out free hot cocoa and information out disabilities, disability myths, and about the SDS office. Over 50 people stopped by!





University of Northern Iowa

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SDS Philosophy and Mission

Student Disability Services is a university resource that provides specialized services to enhance the overall academic career and personal development of each person with a disability.

Therefore, it is our philosophy and mission to provide services and promote an accessible environment which allows people with disabilities an equal opportunity for participation in educational and other campus activities.

SDS is committed to providing opportunities and accommodations in higher education to all academically qualified students with disabilities. It is the responsibility of the student to seek available assistance at the university and make his or her individual needs known.

SDS affirms that no qualified person shall by reason of disability be denied access to participation in, or the benefits of, any program, activity, or service operated by the University of Northern Iowa. Each qualified person shall receive appropriate accommodations to ensure equal access to educational opportunities, programs, activities and services in an integrated setting.